

Public Libraries

(MONTHLY)

Vol. 2

January, 1897

No. 1

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Mr. Thorvald Solberg, having recovered his health, will resume charge of our Library Department in September. Mr. Frederick W. Faxon, recently in charge, goes to London to manage our foreign agency until November next. He is so familiar with the needs of American libraries that he will be able to serve them efficiently, while abroad, in procuring or perfecting foreign sets. Mr. Solberg returns from a recent trip through Europe, thoroughly informed as to continental serials.

We invite correspondence concerning wants or contemplated purchases in magazines or society publications, and suggest to librarians, in view of the increasing scarcity of many sets, the wisdom of anticipating now the needs of the future in this line.

We have just published a book on Private International Law, which will interest students of government. **Dicey on the Conflict of Laws**, written by Prof. A. V. Dicey, of Oxford, edited with American notes by Prof. J. B. Moore, of Columbia University, N. Y., and printed in this country under the international copyright law. Price in law sheep binding, \$6.50 NET.

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When writing please mention PUBLIC LIBRARIES.

Public Libraries

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Library Legislation

Frank C. Patten

(Librarian Helena, Mont. Public Library.)

The new educational movement for public libraries is everywhere a very rapidly growing one. These libraries are fast increasing in size and usefulness as well as in number. For the promotion of the best interests of this great movement, experience shows that a good state library law is a very important factor. Such a law, by setting forth a plan, encourages the establishment and promotes the growth of public libraries. It is easier in any community to awaken interest in a library project, if there is outlined in the state law a way of organizing the library that has proved successful elsewhere. Attention is here directed to a few valuable articles on the subject of library legislation:

The public library movement in the United States, is an article in the New England Magazine for August, 1894, by Joseph L. Harrison, librarian Providence (R. I.) Athenæum, that has considerable to say about library legislation.

Public libraries in America, by William I. Fletcher, librarian Amherst (Mass.) college library (1894, Roberts Brothers, Boston, \$1.00), has a chapter on library laws.

Appleton's annual cyclopedia for 1887, page 418, has an article on library legislation by Charles A. Nelson, of Columbia university library, New York City.

Several valuable articles on the subject have appeared in the Library Journal during the last 20 years.

A compilation of the library laws of all the states will be published in the report of the United States commissioner of education for 1895-96.

Every year several of the states either make new library laws or make amendments to existing laws. The advance in library legislation in the last few years is as marked as is the growth of libraries. The following are believed to be the

Best recent state laws

Massachusetts, 1890—To be obtained from State librarian, Boston, who is chairman of the Massachusetts library commission.

Illinois, act amended 1891—To be obtained from State librarian, Springfield.

New York, 1892—To be obtained from State librarian, Albany.

Connecticut, 1893—To be obtained from Charles D. Hine, chairman of Connecticut public library committee, Hartford.

Vermont, 1894—To be obtained from State librarian, Montpelier.

New Hampshire, 1895—This act requires every town to provide a public library; it is the first compulsory library law. To be obtained from State librarian, Concord, who is a member of State board of library commissioners.

Wisconsin, 1895—To be obtained from Frank A. Hutchins, chairman free library commission, Baraboo.

Michigan, 1895—To be obtained from State librarian, Lansing.

Essentials of a good law

In attempting the enactment of a new library law, or of any amendments to existing laws, a clear idea should be had of the essentials of a good state library law. The following provisions are in line with the dictates of experience in those states where most attention is given to public libraries:

1. **A sure and steady revenue**—The law should provide that, on the petition of say 25 taxpayers, the rate of taxation for public library support in any city, town, or other political unit shall be submitted to a vote of the people at general or special election. The rate should not be changed without another vote. This plan provides for what is of the utmost importance—a sure and steady library revenue, not subject to changes of city council action. Under such a plan it is believed that there need be no limit of rate placed in the state law, as a community is not at all likely to vote to tax itself too high for library support. The people of a small place, will, in fact, often fail to realize that, in order to raise money enough to accomplish the object, the tax must be at a much higher rate than in a large place. It is not impossible that communities will, by and by, spend about as much in support of their public libraries as in support of their public schools, and that library buildings will be about as common as school houses.

2. **Careful and consecutive management**—In order to remove public library management from the influences of party politics, the library and its property should be wholly left to the control of trustees selected from citizens of recognized fitness for such a duty. Experience seems to show that in cities, the proper board of trustees can best be secured through appointment by the mayor and confirmation by the council. A good way is to provide for seven trustees, two to be appointed each year (one the fourth year) for a term of four years. This number is large enough to be representative, and small enough to avoid the great difficulty in securing a quorum, if the number is large. The

length of term in connection with yearly appointment encourages careful planning and secures the much needed continuity of management. And yet there is sufficient change of officers so that the board will not be too far removed from the public will.

3. **A state center for library interests**—Within a very few years each of several states has provided for a state library commission, to be in some sense the head of the public library system of the state, as the state board of education is the head of the public school system of the state. By having small traveling libraries of 50 or 100 volumes each, to lend for a few months to localities that have no libraries, and by having a little state aid to distribute wisely, the state library commission is able to encourage communities to do more for themselves in a library way than they otherwise would. The commission gives advice concerning organization and administration whenever it is asked, and a yearly report is made of their work and of library progress in the state. The state library commission has proved to be a useful agency wherever tried, and the plan seems likely to spread throughout the country. The most complete state system that has as yet been organized is the one provided for in New York where all centers in the state library at Albany as headquarters. The library system of New York seems to be working very successfully.

Outline of a good law

The following outline gives the important provisions of a good state library law.

1. **General**—Purpose of public library to be broadly stated, perhaps in the form of a definition. The maintenance of loan, reference, reading room, museum, lecture, and allied educational features, and of branches, to be made possible. Mode to be prescribed for changing form of organization of a library to conform to new law. (Libraries for school rooms, to be composed of reference books, books for supplementary reading, class duplicates and

books for teachers, should be provided for in the public school law.) School funds should be used and school authorities should manage these libraries. The business of lending books for home use is better and more economically managed by a public library organization.

2. **Establishment**—Any political body that is authorized by law to levy and collect taxes to have the authority to establish a library itself alone, or conjointly with other such bodies, by vote of people at any election, or by action of its legislative body. Voters to authorize special tax or bonds to provide rooms or grounds and buildings.

3. **Maintenance**—By annual rate of taxation authorized by vote of people or legislative body, to continue until changed by vote.

4. **Management**—Wholly in hands of trustees constituting a board so formed that its action will be independent of any political party. Appointment by mayor and confirmation by council a good plan in cities. Membership to change gradually, one or two changes each year. A trustee's term of office not to be less than three years and the number of trustees not to be less than five. All property to be acquired, held, managed and transferred by the trustees who are to be constituted a public corporation. Bequests and donations to the library to be held and managed for the public good by the trustees.

5. **Protection**—Penalties to be provided for theft, mutilation, over-detention and disturbance.

6. **State publications**—All publications of the state to be distributed free to public libraries.

7. **State library commission**—This body to be at the head of the public library system of the state, and to have the management of the state library. Its work to center in that institution or in the state university library. Members to be appointed by governor and confirmed by senate for a term of five years, one appointment each year. The commission to give advice and instruction in organization and administration to the libraries in the state; receive re-

ports from public libraries of the state and render report; manage the distribution of state aid; and manage a system of traveling libraries.

Counties or school districts may wish to establish and maintain libraries, and a law should be so worded as to allow it. It is probably most convenient to have the library year correspond with the calendar year. It is well to have the trustees appointed and the report of the library made at a different time of the year from either the spring or fall elections. The library is thus more likely to be freed from the influences of party politics. To have a library treasurer is probably the better plan, but library money may be kept in the hands of the city or town treasurer as a separate fund, and be paid out by order of the board of trustees only.

Special conditions peculiar to each state often dictate modifications of any general plan for a state law. Anyone interested in the matter for his own state could read the general articles upon the subject and the various state laws, and then, with the assistance of the best legal talent to be obtained, frame an act appropriate to the conditions of his state.

The first part of the List of private libraries compiled by G. Hedeler, of Leipzig, is now ready. It includes more than 500 important private collections of the United States and Canada. The statements as to the number of volumes, the principal features, etc., of the separate collections are furnished, almost without exception, by the owners thereof. The second part, now being prepared, will contain about the same number of considerable private libraries in Great Britain.

"The average child of today reads too many books," said librarian Putnam, the other day, to the school teachers. "The problem is to get him to use the right books in the right way." If this is 'nt common sense from Copley square, what is it?—Boston Globe.

*Educational Force of Children's Reading

Lutie E. Stearns

(Public Library, Milwaukee, Wis.)

The elementary education of the people, the means for its accomplishment, its limits, its purposes, are at the present time prominent subjects for thought and discussion. They become all the more so to the teacher when she realizes that nine-tenths of the children who enter school at six or seven years of age, leave before their fourteenth year. The first and ever present concern is to do the best thing possible for the children whose average school life today in the East does not exceed six, in the West five, or in the South three full years.

It has long since come to be an undisputed fact that the formation of a wise reading habit and a love for good books is, next to the development of a worthy character, the highest thing a school can give its pupils.

The history of education presents no greater contrasts than those noticed in the matter of children's reading of today over that of even a quarter of a century ago. A bright woman who has written much on the subject of children's reading has said: "Years ago, I learned my letters at the cost of infinite tribulation out of a horrible little book called *Reading without tears*, which I trust has been banished from all Christian households. It was a brown book and had on its cover a deceptive picture of two stout cupids holding the volume open between them and making an ostentatious pretense of enjoyment. Young as I was, I grew cynical over that title and picture, for the torrents of tears that I shed blotted them daily from my sight. It might have been possible," she continued, "For cupids, who sat comfortably on clouds to like such lessons; but for an ordinary little girl in frock and pinafore, they were simply heartbreaking."

In the attempt, however, to remove

*Extract from a paper read before the Evanston (Ill.) library meeting.

every possible stumbling block, modern compilers of reading books have gone to the opposite extreme and there is now the tendency to make all this too easy; to grade down the selections to too low a standard, especially in the primary grades, and to give too much space to selections which possess hardly any other merit than that of being easily comprehended; such as, Did little Jimmie have a little white pig? Yes, little Jimmie had a little white pig. How did little Jimmie know his pig from the other little pigs? By the twist in his tail; and then comes the inevitable, Children, what is the meaning of twist?

The true function of a reader is not merely to call words at sight, or as a manual of exercises in pauses, inflection and emphasis, but also a treasury of wisdom, of information and inspiration. The reader should be a child's classic and every piece within it should be worth committing to memory, such as Scudder's *Verse and prose*, Norton's *Heart of oak books*; Burt's *Little nature studies*, from John Burroughs; Cooke's *Nature myths*, Morley's *Seed babies*.

An impression prevails that one needs to keep children constantly reminded that they are ignorant little things whose consuming wish it is to be good and who will be all gratitude to whomsoever provides them with the latest fashion in sugar plums. Instead of all this, children are the most formidable literary critics in the world; they judge absolutely; they cannot give chapter and verse for their opinion; but about the opinion itself there is no doubt.

"Children," wrote Sir Walter Scott, "derive impulses of a powerful and important kind from hearing things that they cannot entirely comprehend. It is a mistake to write down to their understanding. Set them on the scent and let them puzzle it out."

If we would make geniuses, we must give them the literature of genius. Books that children care to read but once, are of scant service to them; those

that have really helped to warm our imaginations and to train our faculties are the few old friends we know so well they have become a part of our thinking selves. A teacher who is familiar with the best books and can give counsel as to their use is an invaluable factor in educational work. A pupil's reading can be most wisely guided, not by preaching at him, nor craftily enticing him into good reading, but by gaining his confidence and then judiciously bringing good books to his attention. You cannot correct a taste for bad books by withdrawing and forbidding some injurious work. You must at the same time furnish something to fill its place; basing your argument for so doing on the expulsive power of a new affection. All work of this kind which is to succeed, must be based upon methods which require time in their fulfillment and which will weave themselves into the very life of the child.

The full usefulness of the library as a factor in public education has not been felt and will not be until teachers and parents realize that a liking for good books and a desire for knowledge are worth more than working arithmetical puzzles and scoring per cents.

It is upon the primary teacher that the beginning of this duty rests. You cannot well begin too low down. The intellectual food, like the physical food of children, cannot well be too simple, provided it is wholesome and nourishing; and right here we wish to enter a plea for the reading of fairy stories. Fairy stories will cultivate the imagination; will stimulate ideals of honor, bravery and courage; will show the kinship of all human life and will cultivate the feeling of sympathy. Psychologists tell us that children imagine as naturally as they cry, and therefore it is the imagination which must be fed.

Books of inspiration should be valued far above those of information. Knowledge alone cannot make character. The Greeks were wiser in this matter than we are. They knew that the concep-

tions which are presented to the mind clothed in poetic light, are far more readily assimilated and retained, and exercise a far deeper and more lasting influence upon the imagination, the memory and the will, than those which come to it in the garb of ordinary prose. The Greek boy was told that clouds were cows driven to the milking by Hermes, the summer wind; or were great sheep, with moist fleeces, slain by the unerring arrows of the sun; or swan-maidens flitting across the firmament; Valkyries hovering over the battle-field, to receive the souls of falling heroes. The Greek boy's own common sense told him that clouds produced rain. How is it nowadays? The modern boy is taught that a cloud is a collection of watery particles, of visible vapor, a definition atrociously and indisputably exact.

In reading poetry let us regard a poem as a statue, not a quarry. The modern child may well envy the Athenian boy with no text book but his Homer, but with Homer stored in his memory and locked in his heart. As some one has said: "To be educated on the heroic history of one's race; to have constantly before the imagination not isolated incidents and unrelated facts, but noble figures and splendid achievements; to breathe the atmosphere of a religion interwoven with the story of one's race and to approach all this at the feet of a great poet—were ever children more fortunate? And when it comes to results, was ever educational system so fruitful as that, which, in the little city of Athens, in the brief period of a century and a half, produced a group of men whose superiority as soldiers, statesmen, poets, orators, architects, sculptors and philosophers seems somehow to have been secured without effort, so perfectly is the spirit of their achievements expressed in the forms which they took on?" The superiority of that training lay in its recognition of the imagination and in its appeal, not to the intellect alone, but to the whole nature.

Illinois Pupils Reading Circle

This circle was organized by a committee selected by the Illinois State teachers' association, December 26-27, '88, and is now under a directory elected by that association.

The purpose of the circle is to secure the careful reading of a number of good books, at an age when the tastes and habits of the children are forming.

By the articles of organization the active teachers (and we intend to include the librarians) of the state are made leaders ex-officio in the circle.

A new course of reading is selected each year by the board of directors. The course for '96-'97 is as follows:

SECOND READER GRADE.

	Circle Price.	Publishers' Price.
Bass's Plant Life.....	\$.25	\$.30
Twilight Stories.....	.35	.35
Old Time Stories.....	.30	.30

THIRD READER GRADE.

Classic Stories.....	.30	.35
Grimm's Fairy Tales, Part I....	.50	.50
Stories Mother Nature Told....	.45	.50
Myths of Old Greece.....	.50	.60

FOURTH READER GRADE.

Little Jarvis.....	.50	1.00
Stories of Great Americans....	.40	.40
Fanciful Tales.....	.50	.60
Tanglewood Tales.....	.40	.40

FIFTH READER GRADE.

Civics for Young Americans....	.45	.50
Abraham Lincoln.....	.60	.60
Stories of Columbia.....	.70	1.00
A Day in Ancient Rome.....	.60	.75

ADVANCED GRADE.

Chapters on Plant Life.....	.60	.60
Silas Marner.....	.40	.40
Plutarch's Lives.....	.50	.60
American Writers.....	.50	.50
COMPLETE SET.....	8.80	10.65

The complete set will be sent to any address, express paid, on receipt of \$8.80.

These books are kept, on consignment, at the office of the manager and are sent out in any number from one volume up, at the regular circle price.

For further information write to F. A. Kendall, Manager, Naperville, Ill.

Printed Catalog Cards for Current Books

On October 1, 1896, the preparation of printed catalog cards for current books was transferred from the Library Bureau to the A. L. A. Publishing section, and the work is now done under the direction of the executive board of the Publishing section at the Boston Athenæum, where every facility in the way of reference books is at hand.

The present number of subscribers is not large enough to insure the satisfactory continuation of the work. The more subscribers we have, the stronger is the inducement to publishers to supply us with books, and the lower can the price of the cards be made.

The form of the cards will be practically the same as heretofore, but translator and editor cards will be made only where they seem essential to the satisfactory cataloging of the book. Title cards will be continued as at present.

In the case of books of miscellaneous contents (volumes of essays, etc.) the contents will be printed when not too long to go on the card, and enough cards will be sent so that one may be put into the catalog under each topic treated.

A new proposition

It has long seemed desirable that some way be devised whereby the small library might get cards only for the books bought. The Publishing section now thinks the following scheme can be made practicable and asks if you will become a subscriber under the conditions named:

Beginning January 1, 1897, it is proposed to send once or twice a week to the subscribing libraries, two copies of a short-title list of the books cataloged by the Publishing section. On these lists each librarian will mark the titles of books he is likely to buy, for which he wishes cards, and will return one copy to the Publishing section, retaining the other as a record. Two weeks from the date of the list, cards will be printed to correspond to the orders then on hand, and will be immediately distrib-

uted. After two weeks from the date of the list, orders cannot be filled.

Every effort will be made to deliver the cards about the same time as the publication of the books. In case the books are received before the cards, they need not be kept out of circulation, since the retained copy of the list will serve as a rough note and can bear in the margin the shelf-mark, accession number, or any other item ordinarily placed on the card, till the card itself is received.

Cards will be furnished of any size or style to match those already in use by the library, but libraries using a card lower than the standard (7 1-2 cm.) have to sacrifice the class marks, dictionary headings, etc., which are given on the lower margin of the standard card.

The price for the cards will be 10 cents a book, regardless of the number or quality of cards.

It is hoped that the larger libraries will continue to take all of the cards issued. If the number of such subscribers warrants, their cards will be sent immediately, without waiting for orders to come in from the smaller libraries. The price for these will be as at present, but will be lessened as soon as the number of subscriptions warrants.

We must know as soon as possible whether we may expect you to subscribe for the lists and cards. The scheme will not be tried unless there is indication that it will receive adequate support.

Please reply as early as possible, to the treasurer of the Publishing section.

W: C. LANE.

Boston Athenæum, Boston, Mass.

An inquiry by the Library Bureau at the U. S. Bureau of education brings the statement that they are not yet ready to reprint the reports of the World's Fair library congress. No reason is assigned for the delay. The reports will be issued at the earliest date possible after they are received from the Bureau of education.

How to Induce School Reading

F. W. Nichols

(Supt. of School No. 2, Evanston, Ill.)

We of the public schools have a few perplexing characters to deal with, who, like the poor, are always with us. We have the child who has never read a book, and we know not how to reach his understanding. He is only capable of continuing the old-time drill, The cat is on the mat. Can the cat trot? Yes, the cat can trot. And that child is a sure candidate to trot all his life in a half bushel.

We have the child who has been compelled by unwise parents, to read unseasoned literature, either above or beneath his taste, so that the work of creating a hunger for reading has to be done over from the beginning, and a discouraging task it is. None but a real teacher can possibly succeed.

Then we have the boy who has read dime novels and N. Y. Ledger stories. He can only be sent to an asylum for incurables.

Then we encounter the omnivorous readers of Oliver Optic and Henty, whose disease is congestion. I can not believe that the apparent stupidity of these children is from reading as to quantity. They may lie down and read in an unhealthful position, or they use improper hours. They form an inordinate taste for one author and style and, like the Hindoo who gazes at one object and sits in one position until he becomes absorbed into Brahma or Buddha, they enter upon an absorbed, dreamy plane, so that the teacher must throw a book or ruler at them to wake them when attention is called.

This state of course is all wrong, and may be dangerous in the extreme. Here enters the wise teacher and assigns reading, which will develop other tastes and educate the whole mental being into a healthy state. Wonderful strides of improvement in educational methods have been taken within the past five years. Dull repetitions have been replaced by materials into which child minds may delve and unfold, in

the process of discovery. Inherited educational theories of monastic days would chain the growing child with a prodigious memory, but with his face turned toward the past. Monarchy would make his rules, his definitions, and prescribe his course of life. Ours are days of republican institutions when the individual is to work out his own life, make his own rules and definitions, grow mentally and morally, as well as physically, unlimited by the past and beholding the unbounded future.

While it is thought possible that the pupil may go forth and "list to nature's teachings," and acquire power for the struggle of life, the realm of literature is but lately being opened to the minds of the young. All literature at all suitable for young people has been produced within the past ten or fifteen years. The first attempts at juvenile literature of more than twenty years ago were found in Sunday School libraries. And Sunday School books were a snare and a delusion, a conglomeration of exaggeration in which the prominent characters were three bears and a bald head.

Of late, the natural order of development of a child's literary taste is being mapped out through the blocks and colors of the kindergarten, the nursery rhymes, pictures, fables, fairy stories, legend, biography, travels, history and, crowning, all fiction.

In our schools of District 2, the system of free text books has given us the freedom we need. Our course of readers is purely literary. We buy books in sets of twenty copies, enough for any one of our reading classes. These sets are arranged by grades, primers, etc., for first grade; fables, etc., in second grade; myth and legend in intermediate grades, and historical stories from the fourth grade up, including also some works of Irving, Hawthorne, Whittier, Lowell, Longfellow, Ruskin. Typical among these works are *Grandfather's chair*, *King of the golden river*, *Evangeline*, *Thanatopsis*, Webster's speech and Hayne's

reply, Burke's conciliation, Shakespeare's *Julius Caesar* and *Merchant of Venice*. Ninety sets are now in our course, so that each pupil with us eight years, reads at least ninety complete works of the world's best literature and this under guidance of his teacher. Also in our language course for the upper grades there is another line of literature. The pupil studies an author selected by himself, and makes an oral recitation of a few sentences on the life, education and works of the author, and closes by reciting his favorite short selection.

Another exercise is followed in all the grades. One day a week the pupil tells before the class in choice language a fable or legend, and most of these stories are drawn from our poetical literature, such stories as *The stolen necklace* in *Evangeline*, or *Abou Ben Adhem* or the *Blind men* and the elephant, *Hiawatha* and *Pearl feather*, *The skeleton in armor*, etc. *The Iliad* and *Odyssey*, the *Eddas*, *Siegfried*, *Roland* and *King Arthur* are quite familiar to our twelve-year-old boys and girls.

I mention this work in our schools to show how our work correlates with that of the library, and how we are preparing our young people to enjoy the advantages offered there. We have not, as in some schools, a general library. In each room we have what may be called a working library. Here are only such books as bear upon the lessons of the grade.

The free text-book system has given us liberty to study geography from a variety of works on geography, such as different text-books, books of travel, and several young people's cyclopedias and atlases. History is studied from all the text-books published, as well as from biographies and cyclopedias.

With these methods we necessarily exclude all books of general reading, such as story books and fiction, and here is where the public library supplements our work. One of the many methods of using the library can be best illustrated by a personal experience the past year. The librarian has

delivered me a supply of books of my own selection. I have issued cards to such pupils as have decided to take a course of reading according to my direction. From a personal acquaintance and daily observation of every pupil in my schools, I form at least an opinion of their needs. As we all learn, who educate children, some need to read history, some biography, some travels, a few scientific works, and many a line of fairy stories to develop some power of imagination. I will note in passing, that while we have no very bad boys, we have some troublesome children, and all our troublesome pupils take books.

No effort has been made to force a reading course upon any pupil, but the privilege has been granted to any one who has applied. The only difficulty encountered so far, is the scarcity of suitable reading for the younger pupils who desire to read,—those of nine or ten years.

I am encouraged that no pupil who has started to take books has yet abandoned it, except a few who have decided to draw books direct from the library.

The method of issuing books is simple. I place the books on my office desk with a card in each, showing for whom it is intended; the pupils take their books when passing the office door and return them in the same manner, so that keeping the record takes about five minutes when I happen to have leisure during the day.

This wonderful liberality on the part of our library board has rendered it possible for every teacher, of at least the four upper grades, to control and stimulate the home reading of a large portion of her pupils.

After trying the experiment one year with more or less of success, I have asked the teachers of our four upper grades to undertake the same line of work. They have lately done so un-animously and with a right good will. One teacher suggested that this contagion will revolutionize our work.

Bibliographical Lists

The report of the Commissioner of Education for the year 1893-94, just published, contains much valuable material of interest to librarians, mostly in the form of bibliographical lists. The most important of these is called, *Some recent educational bibliographies and lists of books designed more particularly for the use of educators and schools*. It is arranged alphabetically by topics, and gives explanatory notes as to the scope of the work cited. Not only books are mentioned, but also articles in periodicals and lists in books dealing with educational topics. In the bibliographical details the list is, however, rather uneven, giving sometimes full details as to pagination and imprint, sometimes only place and date. The valuable *Bibliography of World's Congress publications*, by Charles C. Bonney, first issued in *The Dial* for January 1, 1896, is reprinted, and there is a long list of books dealing with Negro education and the Negro race in the United States. Besides, some of the chapters of the report, dealing with psychology and criminology, have lists of books on these subjects.

The most interesting part—for the librarian—of the report is, however, chapter 13: A preliminary list of American learned and educational societies, by Dr Stephen B. Weeks. The informations given are: Name, place of incorporation, date of organization, objects, first officers, officers last year, (in most cases 1894), and list of publications. In several cases reference is given for the last information to complete lists, printed elsewhere. The number of societies enumerated is some 450. The list is classified, and supplied with an index arranged by states. An historical introduction of 18 pages gives a short account of the history of learned societies both in the United States and in Europe.

A. J.

Co-operation between Librarian and Teacher

Mae E. Schriber

(Teacher of literature and library reading, State normal school, Milwaukee, Wis.)

If the teacher is to carry on her work to the best advantage, she needs the librarian and the library, and the librarian needs the teacher and the school. There must be a spirit of sympathy and coöperation between teacher and librarian. The teacher must be the inspirer, the finder of interests, the guide to the individual; the librarian must stand ready to meet the demands inspired by the teacher and must do all she can to keep enthusiasm alive, and working together they may through the children reach out into the homes. Not only must the teacher arouse and quicken interest, but she must out of old interests create new ones, for unless the children are interested they are not going to read. First of all, the teacher must be a reader, and especially of children's books. How can she quicken interest in the children, if she does not show this interest? How can she help her children to get the best there is in a book, if she herself does not know what is in it?

She must be a frequenter of the library, so that in the children's minds she is in some way a part of the library. Her presence there will often be a help and an inspiration to the children, and if the mutual help which ought to exist is there, she can help the librarian in issuing books and finding books for the children, and can give to the librarian information and counsel as to the individual child.

It is not enough that the children read the books; they must be taught how to use them and how to read them. Poetry for its music, beauty, inspiration and passion. Fiction for its lessons in life and character. Essays and books read in relation to school work, for information and thought. The teacher must arouse the children's sympathies, help them to admire and love the noblest, encourage them to do and to be. Not by preaching and examining,

but by heart to heart talks over things which have appealed to their best interests and aroused their most generous aspirations. Often failure in this work is due to the fact that the teacher does not know how to read. She is enthusiastic, sees the value of the library, but is discouraged and helpless when it comes to the How. The children lose interest, the reading is made a task, and the books are not read. The teacher is fitted for the work neither by practice nor training. Her work in literature has been to analyze critically a few pieces of classic literature, and a study about books rather than a reading of books. The teacher, as well as the librarian, ought to be trained for this important work. Normal schools ought to furnish a course which shall prepare teachers to meet the demand which is coming upon them, how to make the most and the best use of this important factor in education, the public library.

If the library is to perform its function, the librarian's object is to get her books read and into direct relation with the teacher and the school as soon as possible. She can do much to help the teacher in inspiring the children to read. Visits and talks to the school in which she shows her interest in their work. Talks in which she tells them how to use the catalog, how to find books, or tells them of some fine new books which have just come in. A peep at a picture or two will make every child in the room wish to read that book.

Lists of new books, and posters with their gay colors, placed in a conspicuous place in the school, will serve to keep the interest in the library.

Ready and quick sympathy with the children as they come to the library, will do much to hold enthusiasm. Never send a child away empty-handed.

The librarian, as well as the teacher, ought to be an omnivorous reader, and ought to have an almost instinctive power of finding things. It is her business to know where things are, and she may often guide and advise both teacher and pupil.

Lists on subjects in which a school may be interested, and books put in a special place in the library, where children may use them for reference, will bring many children to the library. In this day of agitation over traveling libraries, why do not our public libraries travel right in the city? Sometimes an entire school may be interested in some subject or event, as the coming of a circus—then is the time for the librarian to say, "I am interested too, and I send you some books."

There is no reason why in a small library the children's books should not be left entirely open, so that the children may browse among them at will. The success with which the Denver library has tried that course is an object lesson to every librarian. The experiment shows that children will avail themselves of the privilege, that they will not abuse it, and that the loss of books is small. 'Tis true that little fingers do soil and tear books, and that books will get lost, but balance up the wear and tear and loss of the book with the joy and the lesson in life which may have gone out of the book to bring to only one little life happiness and inspiration, and may not the book be counted well lost?

And thus will the public library and the school work together to fulfill their mission in the education of the children and in influencing the community. The children will grow up with a love for the public library, because of what it has done for them, and a knowledge of its value and power. They will become its powerful allies. It will receive their support in public fund and in private gift. How much easier to get laws passed and appropriations granted, if legislators have been brought up in the public library, and know its value. And men often give in charity to the world, for the good of other men, that which has helped them most in life.

European Trip

Report of progress, December 21

It was evident to the committee that the objects to be kept in mind in planning the trip were:

1. To become acquainted with as many English librarians as possible, and to see as much as possible of English methods of library administration.
2. To visit as many places of historic and literary interest as possible and also others attractive for their natural beauty.

Correspondence with Mr MacAlister, secretary of the L. A. U. K., showed that in order to secure a good attendance of English librarians the conference should be held not later than the week beginning July 12.

The itinerary may be summarized as follows: A week between Liverpool and London allowing an opportunity to see some of the leading libraries before the conference; the conference; a post-conference trip with the L. A. U. K., and under their management; a free week which may be spent in London, in the English country, or in a trip to Paris; and a two weeks trip up the East coast visiting the leading cathedral cities and also some of the larger public libraries. It will be noticed that over a day each is spent in Oxford and Cambridge. The trip has been kept within the two months originally planned, but the early date of return will doubtless lead many to spend an extra week in a trip to the English lakes, Wales, Ireland, or elsewhere. Such trips can be made more comfortably, and probably as cheaply, in small parties.

The travel arrangements will be in charge of Henry Gaze & Sons' tourist agency. The net cost will be about \$350. A circular giving details of the itinerary, exact cost, suggestions as to clothing, etc., will be distributed in a few weeks, at which time an advance deposit will be called for. The present circular is sent out at the earliest possible moment, that members of the A. L. A. may know what is being planned by their committee.

WM: C. LANE, *Chairman*.

Public Libraries

(MONTHLY)

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Five copies to one library - - -	\$4 a year
Single number - - - - -	20 cents

THE different state educational associations which held their annual meetings at this time, are earnestly requested to give attention to the work before the library section of the National Educational Association. Several state meetings have already made arrangements to have their educational associations represented, but in order to derive the greatest good for all the states, there should be a large representation from every section. While a considerable number from every state is always in attendance at these meetings, still there should be certain persons delegated to present the library needs in particular of their locality, or to give encouragement by presenting a report of effective work, if such is in progress. Teachers and school people are earnestly requested to give attention to the matter, and see to it that their locality is represented by delegates duly appointed to the next meeting of the library section of the National Educational Association.

A form of library reading that is a decided factor in education, and that does much to make life broader and sweeter for the children in the rural

districts in many states, is the reading circle as it is carried on in Illinois and other states, and to which Supt. Kendall calls attention elsewhere in these pages. While in no sense can it take the place of the free public library, still where the latter has not yet gained a foothold, the influence of the reading circle is often the only one which makes for light and sweetness and hope, grown from an awakened imagination, in many districts in the country. They are now sowing seed that in course of years will bear a rich fruitage.

A day spent in the Milwaukee library impresses one with the effectual work that is being done in cramped quarters, with small force and limited means, comparatively speaking. The strong point is the work that is done through the schools and by the teachers. In the first place the Milwaukee normal school has a course in library reading where the teachers are shown the possibilities of reference books and library aids, and the real purpose of reading. Then the library comes forward and lays its store at the service of any and all schools. Boxes, each containing 50 books, which may be kept there six weeks, are sent to the schools. The pupils are encouraged to make their own selection from the lot, but the teachers help, if asked to do so. A simple charging system keeps the record. The result not only shows an increase of circulation, but a marked improvement in the character of the children's reading. Librarian Peckham's long connection with the Milwaukee schools before coming into the library makes him a valuable man in carrying on this work, which is under direct charge of Miss Stearns. When the magnificent new building, the finest in the West, is finished, and increased appropriations, as well as facilities for work are supplied, there is a bright future in the work that can be done.

ONE of the progressive communities which is doing much for the work of libraries is Evanston, Ill. There has grown up a bond of sympathy between

the school and the library that bids fair to lead in the work which is rapidly being taken up along that line. Col. J. W. Thompson who is president of the library board, has in mind several feasible plans for pushing the work of his library, where its influence is not felt at this time. One of these is an illustrated finding list in biography, history, and travel. The finding list in fiction which is being put out now, is annotated, and follows the plan of Mr. Iles' lists. Everything proposed by the librarian for the upbuilding of the institution meets with hearty cooperation.

SINCE the teaching of the hour seems to be that all the ills which interfere with the comfort and convenience of mankind may be removed, provided there is a law passed bidding them to take themselves from sight, it occurs to us that something might be done toward removing one hardship which bears more or less wearily upon the reading public, namely, the high rate of postage for the transmission of books through the mail. A very laudable and active spirit of helpfulness is alive in many quarters, that expresses itself in the willingness to loan the books of one institution to others which do not have them at their command, but it is somewhat hindered in its full measure by the cost of transportation. Many students who are working hard to obtain an education, far removed from the centers of large book collections, are debarred from many opportunities which would mean a great deal to them, because they cannot afford the expense of having the books which they really need, sent back and forth. Many public libraries allow the privilege to their borrowers of taking out books when they are temporarily absent from their homes. This is specially true in the summer months, when the cost of sending the books back and getting others often amounts to the cost of them, and so it comes about that a vast amount of poor literature, cheaply bound and cheaply obtained, drives out the taste for better things which the person had when he left his home.

A lower rate of postage on books would often prove a saving also for those libraries which now are compelled to duplicate many things held by institutions in neighboring localities, which might be carried back and forth by some system of exchange, were it not for the expense involved of transportation.

The American Library Association has given some attention to this matter, but nothing effective has yet been done. In view of some of the things which have been brought about by concerted action on the part of the association, it would seem an easy thing to secure the establishment of a special rate of postage for library books, just as there is a special rate for newspapers and magazines sent out by the publishers.

In accordance with the provisions of the act of January, 1895, relating to public documents, F. A. Crandall, superintendent of documents, now issues a Catalog of public documents of the 53d Congress and of all departments of the government of the United States, for the period from March 4, 1893, to June 30, 1895. This is a continuation of the record begun in the Comprehensive index of Dr. Ames (covering the period from March 4, 1889, to March 4, 1893), but is radically different in arrangement. It is a dictionary catalog—one alphabetical arrangement of authors, titles and subjects. Each entry is complete in itself, giving the number of the document, the session to which it belongs, and the volume. The side columns and puzzling arrangement of other document catalogs are avoided, and it is quickly and easily consulted.

It is to be followed by annual supplements on the same plan, and the series will prove invaluable to students and librarians, by making accessible the mass of literature that has been concealed until recently in government documents. It is hoped that librarians who have hitherto considered such documents useless, will now shelve and arrange them by Congress and session, or in some way making it possible to find the contents of each volume from the catalog reference.

Use of Libraries by School Children

Jane Seymour Klink

(School principal, San Francisco, Cal.)

It is a fact that pupils complete years of grade-work in schools, and then seem unable to comprehend an applied principle of fundamental rules. They study grammar with care, if not with delight, and then will commit the most glaring errors in ordinary conversation. Are we doing too much or too little for our pupils? Do we teach them to think, or do we think for them? Are we trying to smooth the hill of knowledge into a level plain, so that there is no hard-won summit to which one may aspire?

In these days when discussion over formal and formative studies runs high, when the doors of natural science are opened wide, when modern literature and physical training enter the school, hand in hand, there follows naturally, somewhat of a confusion, and if, sometimes the teacher pause, confused, to find out just whither his course be tending, may there not be some danger that the child, for whose benefit this thought of the educated world is wrestling, may be the victim of experimental philosophy?

It has often been a matter of interest to me during the years of my school experience, which have been many, to wonder what would come next. The sun of one drawing system rises, shines faintly, sets; and while one is groping in the twilight, trying to discover in what latitude and longitude they are, another planet steals above the horizon, and we guide our course by its light.

Natural science appears, and the spiders, mice, toads, flies, grasshoppers, and cunning crawling crabs, which were such forbidden articles when we went to school, are sought for, and the supply cannot always equal the demand.

Sewing, as a part of manual training knocks at the door, and we hunt up our emery bags, and burnish the needles, the use of which a long experience with pen, pointer and pencil, has taught some of us to forget. Sloyd causes us

to cut our fingers with as much readiness and far less delight than the average boy. Cooking enters, but here I pause, knowing that all these departures and innovations are but the outcome of a strong steady interest in the child's education, a desire to build firmly and broadly, that foundation upon which is to be erected, little by little, the superstructure of the child's future usefulness.

Amid all these systems, courses and plans I have waited for one which seems to be tardy in making its appearance.

I refer to a course of reading, well planned, outlined, and carried out in our public schools. This brings the question, Does reading in our primary and grammar schools bear any relation to the education of the child? Certainly, yes, without argument. It is engaging the attention of many, in a desultory sort of way, without any fixed idea. The most important question, What relation should reading bear to the child's education, is one that must come importunately to us, sooner or later, demanding an answer, and in that answer our public libraries play an important part.

It may be interesting to glance at some of these theories which meet one at every turn, as an answer is sought to this question, because many of them are crystallized into permanent form upon the library shelves. One writer says that a child should read everything he or she pleases, in order to form the habit of reading; the habit is the thing, and they will instinctively reject what they do not need. In regard to reading, why expect the children to reject instinctively what we, even with reason's help will not lay aside, i. e., the book which we do not need. Is not omnivorous reading worse than none at all? I ask the question in all sincerity. May it not be so that the child who reads devouringly, everything within range, putting it through the sieve of a careless perusal, will, at the last, have but dregs left, and those neither of a pleasant nor wholesome nature?

There is a class of theorists who

believe in American books, intensified patriotism, and they would exclude others. I believe in patriotism, yes, but we are one nation, among nations whose sons have also been patriots, living and dying amid the throes of struggles as great and greater than ours, and their example is needed, both for individual strength, and also to broaden the mind, and teach the children that there are other countries beside America, other great men than Americans. Oftentimes there is strength gained in recognizing weakness.

There is the theorist who believes that the child should only study from nature, for fear of hurting his health. Mother Nature is a careful parent, but I imagine that she needs strong, vigorous minds to inquire into her secrets. So we have diluted lessons in Natural science which, theoretically, may be taken with one on a walk into the country, but which practically, never are.

The last class of theorists at which I shall glance, are those who firmly believe in the moral influence of good reading, and they tag all their specimens like those in an anatomical museum, with, This is a good boy, or, This is a bad girl. I think children loathe this sort of book. They like to analyze and judge for themselves, and they do not, as a rule, like the so called Sunday School books.

Now what have all these theories to do with the child's education? Simply that, in this wilderness of books, there winds a road of reading, good, safe, and interesting which, under proper guidance, the child may follow.

Just here, I cannot refrain from a glance at past history. In Attica between 300 and 400 B. C., there were ninety thousand people. They were from the surrounding countries, many of them being emigrants invited there. These people were, by selection and ability, divided into a cultured, and a slave-class. The law prevailed that every Athenian were he under charge of having broken the law, should plead his cause before a jury of five hundred. Books as we have them, they had not,

but they had great schools of rhetoric and oratory in which each man learned to plead his cause. Every mental sinew, every active thought, was trained in accordance with this idea, and what was the result? In one century Athens produced fourteen men, the world's peers, an average of one to every five thousand of her population. Never has a nation since equaled her. They had an object in their school and concentrated their strength upon its attainment. Just so in reading, if there be an object in view, something to be attained, then the reading will be beneficial, and if this object be, not only to interest the child now, but to lay a basis for his future growth and development; to give a foundation for character, every help and incentive possible should be added to its furtherance.

The thing primarily is to have good books to read. A juvenile library is not always a carefully selected one. Concerning the fashion of writing down for children, I am not at all in sympathy with it. I do not like books of one syllable, which happily are not now so much in vogue as formerly. When talking to children, they comprehend more than is often thought for, the same is true in reading. Better have the children stretch up to long words, leave room for the imagination to play between the syllables, have a field from which to ask questions, than have things made too easy. Grimm's fairy tales are not written down, and do children ever tire of them? But the phrase, written down, applies, I think even more to subject matter than to manner.

Hawthorne's Tanglewood tales, Burrough's works, etc., are none too difficult for a child of average ability. The dear old fairy stories from the Grecian and Norse mythology take in the universe with the most airy skipping of time and space, they create dragons "and squidgicum squees 'at swallers themselves," without any regard to geological laws, or theories of evolution, while at the same time, they show the great laws of cause and effect, justice.

and injustice, truth and untruth with lasting power, and teach the value of great and valiant deeds, the worth of right principles and noble thoughts, as nothing else can.

I do not believe that I care very much about the so-called boys' books, Mayne Reid, Optic, or Alger. The average boy sees a great deal of other boys just like himself and sometimes with faults above the average; and better allow him to mould his character, shape his actions by the lives of such men as Washington, Lincoln, or by the old acknowledged myths, than by the mythical adventures of a boy, which adventures are highly colored with "the light that never was on land or sea."

But you reply and with justice, You have said what children should not read. What should they read? and even if it be known what they should read, will they always read it? Take it as an accepted fact that the books are good and suitable, as another fact that the children need them, still one often finds, nay, usually does find between the children's minds and the library shelves, "a great gulf fixed."

To have the children read, there must always be an incentive to reading, and sometimes authority must be added. Is there not a third element which must come in, the element of a personal, constant interest both in the child's mental development, and in his moral growth? If parents would or could do this, it would be ideal, but the school for the education of parents hinted at by Zangwill has not been established, for there are many hindrances. Many parents have the ability but cannot spare the time, others who possess the time but lack the ability, still others who have neither one nor the other, and many who consider that when they have sent their children to school, and subscribed for the St. Nicholas or Youth's Companion, they have provided all that is necessary in the way of mental pabulum, for the child's literary digestion.

But underlying all this, or rather beyond it, there is a curious fact which enters into the case at this point.

For the first seven or eight years of the child's school life, the teacher's authority is supreme, and, sometimes, as much at home as in school. If John or Jane have made an error in copying anything from the blackboard, nothing short of a dictionary will convince them that f-i-e-u is not the correct way to spell few. Even if personally disliked, the teacher's authority in educational matters is admitted. Does it not follow then, that the teacher is the strong connecting link between the libraries and the children?

I am aware that many may differ from me, but I do not hesitate to say that the teacher can and should do more than any one else in cultivating the child's taste for reading, in providing proper books to gratify that taste, and in seeing that these books are read in connection with the studies to which they will add profit and interest. What we may teach from the text books matters very little in comparison with what we teach out of them. The importance of good characters, as illustrated by the lives of great men, the training of the judgment as helped in the reading of travels, the love of the good and beautiful as shown in novels like Lorna Doone and John Halifax, all come in to help that character building which is the strongest and best work that we do.

Read, How Horatio kept the bridge, or Paul Revere's ride, or The pass of Thermopylae, and the eyes will glisten, the little throats choke up, and each one will feel that 'twere a grand, a noble thing to die for one's country. What an opportunity to tell them how much nobler, grander, it is to *live* for her, as brave-hearted men, true women, and loyal, honest citizens! A man that cannot be bought, a politician above price.

How Burnaby's ride to Khiva enlivens the steppes of Eurasia, Celia Thaxter's Isles of shoals softens the rigors of the Maine coast, Gilbert Parker's books take the Saskatchewan basin out of the Land of the Miz, and Mountaineering in the Sierras with

Clarence King, makes the pupil feel really well acquainted with California. If reading and literature be taken in conjunction with the countries, they will be hammers to drive home many a hard nail of stubborn fact, which will strengthen the timbers wonderfully. Our minds get tricks and attitudes as our bodies do, and what is teaching but bringing others into your mental attitude with regard to a subject? If they do not agree with you, there will at least be a standpoint of contradiction from which to argue, and they *will* argue, too.

It is said that 50 per cent of all children leave school before the age of eleven, and 75 before the age of twelve. The pathos of it, and yet our schools are full! Think of these children leaving without any basis for future reading! This fact may well call forth the attention of earnest educators.

University of Chicago—University Extension Division

Since its foundation the university of Chicago has extended its instruction, by organizing non-resident classes wherever six or more persons unite to pursue a course of study, and are willing to pay \$6 apiece for 24 hours instruction, and bear the traveling expenses of the instructor. Already during the present year, about 90 classes in a great variety of subjects have been formed. It is now proposed to extend these subjects so as to include instruction on the scope and use of the modern library. The plan is to work through women's clubs, teachers' clubs, and the staffs of the large libraries. The courses offered will necessarily be general, and free from technical details. They would include information about traveling libraries, children's home libraries, library schools, relations between libraries and schools, and between libraries and clubs, the use of reference books, the use of catalogs, and such administrative principles as may be desired. Classes will meet once a week or oftener if desired. The work will be adapted

to the needs of the students, and will not necessarily be confined to the printed outline, which is merely suggestive. Courses are offered by Mrs Zella Allen Dixon, librarian of the university of Chicago, and by Miss Katherine L. Sharp, director of the department of library economy at Armour institute of technology. So much encouragement has been received as a result of a very limited canvass, that the work will begin at once. Two courses were given at Cleveland, Ohio, last month at the request of W. H. Brett, president of the American Library Association. A class at Denver, Colo., to begin after the holidays, is practically assured. Classes at Geneva, and at Geneseo, Ill., are forming. A class at the university of Chicago, under the instruction of Mrs Dixon, will begin work January 8. Information regarding this work may be obtained from Class-study secretary, University of Chicago.

The Modern Library Movement—Lectures by Prof. Zella Allen Dixon.

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|----------|--|
| Jan. 8. | 1. Historical resumé of library economy up to 1870. |
| Jan. 15. | 2 Inception of the modern library movement. |
| Jan. 22. | 3. Effect of movement on university extension. |
| Jan. 29. | 4. Traveling and home libraries. |
| Feb. 5. | 5. Library schools for training librarians. |
| Feb. 12. | 6. Coöperation in methods and materials. |
| Feb. 19. | 7. Book-buying. |
| Feb. 26. | 8. Book-binding and care of books. |
| Mar. 5. | 9. Manuscripts and old and rare books. |
| Mar. 12. | 10. How to obtain the greatest good from the library. |
| Mar. 19. | 11. Reference books and how to use them. |
| Mar. 26. | 12. Historical sketches of some of the great libraries of the world. |

Friday evenings, 8 o'clock.
Cobb Hall B 5.

American Library Association

A meeting of the executive board of the American Library Association was held at the Free library of Philadelphia, December 3, 1896.

George Watson Cole resigned as treasurer of the A. L. A., and Charles Knowles Bolton, of the public library, Brookline, Mass., was unanimously elected treasurer.

After some discussion as to the time and place of the next meeting of the association, it was decided to hold the meeting in Philadelphia, June 22, 1897, and John Thompson, of the Free library of Philadelphia, was appointed chairman, and Thomas L. Montgomery, of the Wagner free institute of science, was appointed secretary of the local committee to have charge of the arrangements for the meeting.

The president and secretary were authorized to arrange the program for the meeting, and the secretary was directed to secure the papers six weeks before the meeting and print such as seemed advisable.

The following communication was received:

WASHINGTON, D. C., Dec. 2, 1896.

To the Executive Board of the A. L. A.:

We, the undersigned, request you to take action leading to the incorporation of the American Library Association, under the laws of the United States, with headquarters in Washington.

MELVIL DEWEY,
HERBERT PUTNAM,
GEORGE H. BAKER,
W. I. FLETCHER.

Resolutions were adopted in accordance with the above request, and a committee appointed, with Herbert Putnam, of the Boston public library, as chairman, to examine the matter and report as soon as possible.

The secretary was directed to express the favorable opinion of the executive board, and urged the passage by the Senate of the bill, To reduce the cost, increase the value, and simplify the method of publication of public documents.

The executive board also expressed its approval of the catalog of public documents of the 53d Congress, and directed the secretary to so notify Mr Crandall.

The sum of \$200 was appropriated for the necessary expenses of the Publishing section, and \$50 for the treasurer.

In response to a request from the chairman of the joint committee of Congress on the library, the president and secretary, together with several prominent members of the American Library Association met the committee in Washington, on December 1 and 2.

The committee desired at this meeting to get suggestions from the librarians as to the methods that should be pursued in the Congressional library in the future. Their questions covered two general lines: The first, what force would be needed in the coming year to carry on the work in the library; and secondly, what force would be needed in the future, and what should be the aim and scope of the work to be performed by the library later on.

The unanimous opinion of the librarians was, that the force suggested by Mr Spofford for the coming year was inadequate to perform the work that they would be called upon to do. Judging from the experience of the Boston public library, the increased facilities and opportunities for the use of the library far exceeded their preparations.

As to the future of the library, it was the opinion of the librarians that nearly all of the bibliographic work now done in separate libraries for the benefit of all should be done at the Congressional library; that much bibliographic work that is not done now and the need of which is felt, should be undertaken at the earliest opportunity by the government.

As a reference library, the Congressional library has been open to all, but several of the librarians were of the opinion that there should be provision made for a circulation of some of the books under proper restrictions.

There was a very general feeling that the library should be a National library, including not only general management of the books in what is now known as the Congressional library, but also all the department libraries in Washington. The idea was not that all these libraries should be placed under one roof, but that the management should be one, thus enabling the government through its several special departments to have much better facilities for completing its collections than under the present independent system of libraries.

The recognition by the authorities of the United States of the standing of the American Library Association was very gratifying to all, and it is hoped that this is only the beginning of its work in this direction.

Library Meetings

Chicago—The meeting of the Chicago library club was held in the room of the Library Bureau, Chicago, Thursday, November 5. The program was devoted to the discussion of the proposed Union list of periodicals in the libraries of Chicago and immediate vicinity, to be compiled by the club. After a short paper by Mr Andrews, which was strongly in favor of the work being undertaken by the club, the subject was open for general discussion. The following resolutions were finally adopted:

Resolved, 1. That the club deem it desirable to undertake the compilation and publication of a union list of the periodicals in the libraries of Chicago and the immediate vicinity.

2. That there be appointed by the president, a committee of two on finance, whose duty it shall be to secure the means necessary for the work.

3. That there be also appointed by the president, a committee of three, on compiling and editing. This committee shall have the power to appoint sub-committees and agents. It shall, with the advice and consent of the executive committee of the club, have entire charge of the work of preparing the Union list of periodicals.

4. The executive committee shall make monthly reports to the club, of the progress of the work of these committees. Adopted as a whole.

MAY BENNETT, *Sec.*

Chicago—The regular meeting of the library club was held in the lecture hall of Haskell museum, university of Chicago, Friday evening, December 3.

The members of the club and their friends were delightfully entertained by Dr Myra Reynolds, who talked on the English lake region and illustrated her remarks with stereopticon views, which recalled many pleasant trips to those who had been over the ground, and filled the others, who had not been so fortunate, with longing for future journeys.

The men who have immortalized many of the spots in that part of England were brought vividly before the audience, and they were made to feel a nearness to Wordsworth and Southey, which some of them had never felt before.

After the conclusion of the lecture, the Woman's glee club of the university of Chicago sang *There, Little Girl, don't cry!* so acceptably, that an encore was called for and given in a pleasing manner. A future is predicted for the Woman's glee club.

It is to be regretted that the size of the hall rendered it impossible for the club to extend a more general invitation. As it was, many were compelled to leave the building, being unable to find seats.

Evanston—There was held at Evanston, Ill., on Friday evening, December 4, one of the pleasantest and most enthusiastic library meetings. The purpose of the meeting was a discussion of the coöperative work between the schools and the public library, which is carried on in an admirable manner in that city. About a year ago, at the call of Col. J. W. Thompson, president of the Evanston library board, a joint meeting of school trustees, teachers, library directors and the library staff was held. The whole problem of mutual helpfulness was discussed and a plan of coöper-

erative work inaugurated. Besides the privilege accorded to teachers, of drawing six books to be held a month, the privilege of drawing a number of books for the pupils of the school, to be distributed by the teachers was also granted. Since then the work has steadily grown, until today it is one of the important educational forces in that city. The meeting on December 4 was for the purpose of comparing results in the different localities, and of hearing what was being done in other places. The large high school assembly hall was filled with school people, library workers and prominent citizens of Evanston.

The meeting was called to order by Col. Thompson, who in his opening talk traced the beginning of the coöperative work between the schools and the library, and stated that the object of the meeting was the presentation of certain facts and experiences, bearing upon the relationship of the public library and the public school, with a view to obtaining a better understanding of this relationship, and the inauguration of such methods as will place these two forces permanently in close working order.

Supt F. W. Nichols, Supt of District No. 2, was then introduced and gave a very interesting account of the work done in getting good books into the hands of the pupils under his charge, and gave many helpful suggestions as to how it might be extended by lectures, exhibition of pictures, stereopticon slides and collections of specimens. Some excellent points in Mr Nichols paper are given elsewhere in this journal.

He was followed by that deservedly popular library lecturer, Lutie E. Stearns of Milwaukee, library commissioner of Wisconsin, who has done so much to stimulate library interests in her own state, and who is always in demand wherever there is a gathering of librarians. A brief outline of Miss Stearns' paper is given elsewhere. It was enthusiastically received and many questions were asked her at the close. Miss Stearns was followed by Mary Eileen Ahern, secretary of the Library

section of the N. E. A., who gave an account of the movements leading to the formation of the section; the great awakening among the teachers all over the country to the important help they might receive in their work from an intelligent and sympathetic coöperation between the teachers and librarians; the need of a better understanding by librarians of the possibilities of the public library when aided and supported by the teachers in the public schools. And while to speak of the work in those phases to a meeting like this was carrying coals to Newcastle, all were urged to give the section the benefit of their support. Miss Ahern announced that the executive committee of the Library section would gladly receive any suggestions from teachers or librarians as to the line of policy or work which was thought valuable to be taken up. Such communications may be sent to her at the Library Bureau, Chicago. The meeting adjourned at a late hour, every one feeling that it was indeed good to have been there.

Illinois—The second meeting of the State library association was held at the Armour institute, Chicago, November 27, 1896. This meeting was held largely in the interests of the formation of a State library commission, and to make plans for the formation of a library section of the State teachers' association.

In the absence of the president Thomas Nelson, the first vice-president Savilla Hinrichsen presided; after business matters were disposed of, the first paper on the program, History of library commissions, was read by Cornelia Marvin, of the Armour institute. Miss Marvin gave a complete history of the commissions as established in Massachusetts, New Hampshire, Connecticut, Vermont, Wisconsin and Ohio, and then summarized her paper into the following salient points: The commissions usually consist of five members, who serve for five years without pay. They are appointed by the governor, with the exception of Connecticut,

where the appointment is made by the State board of education. Ohio has but three commissioners. It is not usual to specify as to what persons shall compose the committee. In Massachusetts the board has consisted of leading librarians and literary people. Wisconsin and New Hampshire provide for certain state officers on the board.

This was followed by a paper on the Relations of schools and libraries, by Mae E. Schriber, of the normal school, Milwaukee. Miss Schriber, whose work in connection with library reading has attracted so much attention, was very enthusiastic and gave inspiration to others in her paper, extracts from which are printed elsewhere.

Dr F. W. Gunsaulus, president Armour institute of technology, entered the room at this point and, in a few remarks, gave to the association a hearty welcome.

Mary E. Ahern presented a paper on the Library section of the N. E. A., outlining the work that would be taken up, and urging all teachers and librarians to give the section hearty support.

Homer Bevans, president of the State teachers' association, then spoke at some length upon the Relations of schools and libraries. He said: The center of every community should be the school house and the operations of the school; but these operations ought to be made more extensive than they have been in the past. Nobody looks to the school house for information. Nobody looks to the school house for any information of the Deity; no information as to salvation. Political information we get at the saloon, and the religious information we get at the church. We simply learn to read some words and go out and call it education, and I am glad to see an attempt of the library people to do something to make use of the school house, or, if it is the other way, to enlarge the functions of the school house. There ought to be telephonic communications with the school house. All roads ought to lead to the school house, as all roads once

met in Rome. The State teachers' association will be glad to welcome the library people to its ranks.

This was followed by a paper on the Present status of school libraries in Illinois, by W. W. Bishop. The present school law provides for the purchase of libraries and apparatus from the school funds remaining after all necessary expenses are paid, no provisions being made for appropriations for library purposes in making up the estimates. There was found to be such a tremendous increase of the year 1895 over 1894, in the number of districts reporting libraries, in the number of volumes of these libraries, and in the number of volumes purchased, that the figures were regarded as almost untrustworthy: but as there were a number of prominent educators present who corroborated the statements made, there can be no doubt of their correctness. The Pupils' reading circles have produced largely this result.

Some of the needs and difficulties of the country districts, was the subject of a paper by Miss Milner, of the Illinois State normal. Miss Milner gave a number of interesting and amusing incidents gathered from the personal experience of teachers and showed that the difficulties to be overcome are manifold. The people themselves do not always realize the want of that which they have never had.

This was followed by the report of the committee on the State commission by the chairman A. H. Hopkins, of the John Crerar library. Mr Hopkins read the draft of a bill for presentation at the coming session of the State legislature as follows:

Be it enacted by the people of the State of Illinois, represented in the General Assembly, that

Section 1. The governor shall appoint five residents of the state who shall form a board of library commissioners. One member of said board shall be appointed for the term of five years, one for four years, one for three years, one for two years, and one for one year; and thereafter the term of

office of the commissioners shall be five years. All vacancies on said board, whether occurring by expiration of term or otherwise, shall be filled by the governor. The board shall annually elect a chairman and a secretary.

Sec. 2. The board shall give advice and counsel to libraries in the state, and to all communities which may propose to establish them, as to the best means of establishing and administering such libraries, the selection of books, cataloging and other details of library management. The board may also send its members to aid in organizing new libraries or in improving those already established. The board shall make an annual report to the governor, and the usual number of copies of this report shall be published as other official reports are published.

Sec. 3. No member of the board shall receive any compensation for services as a member, but traveling expenses of members in attending meetings of the board or in visiting or establishing libraries, and other incidental and necessary expenses connected with the work of the board shall be paid, provided that the whole amount shall not exceed the sum of \$1,000 in any one year. All bills incurred by the board or by its members under this law shall be certified by the chairman and secretary of the board to the secretary of state, who shall cause the same to be paid from the state treasury, and there is hereby annually appropriated from the general funds in the state treasury, not otherwise appropriated, a sufficient sum to carry into effect the provisions of this act.

Sec. 4. This act shall take effect and be in force, from and after its passage and publication.

Miss Hinrichsen gave information in regard to another bill, to secure the appointment of a library commission composed of six persons, who shall be non-partisan; who shall have charge of the libraries under state control, to promote the system of civil service in the personnel of the various library forces.

The afternoon session opened with

an address by John T. Ray, of the board of directors of the Pupils' reading circle. Mr Ray gave an interesting account of the good work that it was accomplishing; commended highly the idea of a State commission, and assured us of his hearty support in the formation of the library section of the State teachers' association.

Col. Thompson, Evanston, followed with a talk on the Library and the school, telling of the close connection between the two, as it exists in Evanston, and the good results obtained from the joint meetings of the librarians and teachers.

After further discussion, the report of the committee on the State library commission was accepted, committee discharged, report referred to the executive committee for their consideration and for preparation of the bill for presentation to the legislature, provided the committee found it advisable. For this purpose, the executive committee was increased by the three members of the original committee, making a committee of seven.

Miss Sharp followed with a report of the Bureau of information. The report was very complete, and demonstrated the need of a State commission very clearly.

The library extension lectures to be given by the class-study department of the University extension division of the University of Chicago was carefully explained, and is outlined elsewhere in these pages.

The report was accepted, and the thanks of the association extended to Miss Sharp for giving her time and energy to this work.

This was followed by Mr Willcox with a most comprehensive paper on the Illinois State library law and what amendments to the same have been suggested by the experience of twenty-four years. Mr Willcox framed the original state law, and consequently was well qualified to discuss the question in hand. The library law passed by the legislature of Illinois in 1872, was the first free public library law

placed on the statute book of any state in the union—the pioneer and model of many library laws adopted by other states since. Mr Willcox considered the important points which the law so carefully and wisely provides for, after which he found that in his opinion our law could be amended to advantage in two particulars only—1st, by restoring to library boards absolute control over library funds; 2d, by allowing more time in which to prepare the annual report. There seemed to be a consensus of opinion favorable to the amendments suggested by him and of these only. The further consideration of this matter was left to the committee of seven appointed on the State commission.

At the opening session of the evening, the paper of H. W. Milligan, on the Relations of a college library to the student, was read by Mr Bicknell, of Champaign.

The meeting then adjourned for the social side of the session, and a pleasant two hours was spent, enjoying the hospitality of Miss Sharp and the young ladies of the department of library economy, renewing old acquaintances and making new ones. The regular annual meeting of the association will be held Wednesday, January 20, 1897, at Springfield.

At the morning session the colors of the association were chosen—white and purple.

EVVA L. MOORE, *Sec.*

A Bibliography of fine art to comprise nearly 1,000 annotated titles will be published in a short time by the Library Bureau. Russell Sturgis, president of the Fine Art Federation of New York, contributes a selection from the literature of the graphic and plastic arts; Henry E. Krehbiel, musical editor of the New York Tribune, provides the department of music. Both contributors are the foremost critics in the metropolis in their respective fields. In their forthcoming bibliography they place at the service of readers the results of a life-long study of fine art and its literature.

Library Schools and Classes

Armour institute

Cornelia Marvin attended the meeting of the Indiana library association December 29–31, giving a series of practical talks on library work.

Mabel Marvin has been appointed to a position in the cataloging department of the St. Louis public library. Eleanor Roper, who is now cataloging the medical library of Dr James Herrick, of Chicago, takes the position made vacant in the library.

Miss Sharp spent two weeks of December in Cleveland, delivering the first course of library lectures in the university extension work. The class is formed under the direction of the University of Chicago extension division, and is the result of work done by the Bureau of information of the Illinois library association.

The Bibliography of Lakes Erie, Huron and Michigan, compiled by Margaret Mann, will be published in the proceedings of the Wisconsin State historical society.

Drexel institute.

During the past month the class has been devoting much time to the study and practical application of the principles of classification, with special attention to the Decimal system. The students are now pursuing the course in reference work, and the class in this particular study has been enlarged by extending the advantages of the course to assistants already engaged in the public libraries of the city, who wish to know more about the technical use of reference books. Several assistants have entered upon the course.

The meeting of the Pennsylvania library club was held in the library on the evening of December 4. The feature of the evening was a discussion of the life and work of Burton, the author of the famous *Anatomy of melancholy*. Miss Farr, of the library class of '95, read the paper on the *Anatomy*.

Pratt institute.

Eleanor Angell, of the library school, class of '96, has been engaged as assistant on the catalog of the photograph collection of the art reference department of the Pratt institute free library.

Katrine H. Jacobsen, class of '96, has been engaged as assistant at the Astral branch of the Pratt institute library, having resigned her position in the Harlem branch of the New York free circulating library, in order to come to Brooklyn.

Since the first of October, the children's room of the library has been opened every evening (except Sunday) until half-past eight. After 6 o'clock no books are given out, but the boys and girls come to read, find material for compositions, etc. The attendance has steadily increased.

The Alameda Indexer is thus described by one who saw it: It is an oak box, 28 inches deep, 25 inches broad and stands 4 feet high. In front is a leaf the height of an ordinary writing-table. From this up, the face slants back, and is set with glass, exposing the names of the books upon two continuous rolls of linen. These are turned by a crank with the left hand, leaving the right hand free to copy off names and numbers of books wanted. The party using it is to be seated and can see over the top if he desires. This is the second mechanical device originating in California. The Rudolph Indexer first saw the light in San Francisco.

Books for Sale

Johnson's Cyclopedia. Cloth.

Winsor, History of America. In 16 vol. Cloth.

Science, New Series. Vol. 1-3, half mor., Vol. 4 in numbers.

Library Journal, 1894-1896.

Centralblatt für Bibliothekswesen, 1896.

Revue des bibliotheques, des archives et des musées, 1896.

Svensk Bokkatalog, 1866-1875.

X. Z.,

Care of PUBLIC LIBRARIES.

Notes by the Way

References in an index should be clear and as free as possible from technicalities. Titles of books or papers referred to may be contracted, but it should be done in such a way as to leave it entirely plain what reference is intended, without the use of a table or code of marks and symbols.—*W. I. Fletcher.*

It has been proved by actual experiment, that children will read books which are good in a literary sense if they are interesting. New libraries have the advantage over older ones, in that they are not obliged to struggle against a demand for the boys' series, that were supplied in large quantities ten years ago.—*C. M. Hewins.*

Be content to let the public choose its own authors. If care is taken that no demoralizing books are put on the shelves, it is safe to let the people make their own selection. There are worse books than novels. I have known people to become insane reading theosophy and Christian science. I have known people to become healthy and happy through the diversion of fiction reading.—*H. M. Utley.*

When one thinks of the countless school rooms all over the country which are constantly lying idle for the larger part of the twenty-four hours, and are unused altogether for a considerable part of the year, it seems a pity that some scheme is not formulated to make use of them for carrying on the work of continued education and culture; and, surely, they could not be turned to greater utility than by converting them into evening libraries and reading rooms. Give the youngsters a chance to vary the monotony of "McSpratt's Readers," with the delights of Henty and Ballantyne, and allow their elders who have done with school to continue the education begun under the same roof, instead of suffering all they ever did learn, to dwindle away from sheer lack of nourishment.—*E. A. Baker in The Library.*

The Theory of National and International Bibliography

With special reference to the introduction of system in the record of modern literature. By Frank Campbell (of the Library, British Museum). "There is yet a third, and the highest stage of Historical investigation, in which the aim is not simply to compose Histories, but to construct a science of History."—(*J. S. Mill.*) London, Library Bureau, 1896. xvi, 500 p. O. paper, Sh. 10-6.

The motto quoted on the title page of this book tells at once of its aim, to construct a science of Bibliography. The author is an enthusiast, and some of his propositions might seem visionary. But it is the enthusiasts that move the world, quite as much as the practical men who do the drudgery of the work, and at last might come to the point when they do not "see the woods for lovely trees."

Mr Campbell seems to think it possible to get the governments throughout civilization to take in their hands the recording of national literature from year to year. The grand theme of his book is that the main divisions of literature are those of "general literature," and "official literature;" and he gives some very sound views of how these two kinds of literature should be, not only recorded bibliographically, but even published. He begins with An introduction to the theories of compilation and publication, and enumerates the sins of both omission and commission of authors, publishers, learned societies and governments; he gives a view of the arrangement of works in series, volumes, and sections, and gives amusing and well known examples of series within series, this real curse of the bibliographer. This chapter, ends with pronouncing as the main function of bibliography the rearrangements of material. Next comes a short review of the different kinds of reference books, followed by, An introduction to the theory of the classification of literature; this chapter gives

a clear idea of the co-relations of each kind of literature with all other kinds.

The next chapters treat of The influence and functions of learned societies, the Bibliography of periodical literature, Official documents, Record of the literature of the British empire, A national system of bibliography, The theory of international bibliography, The official transmission of official documents, etc. This constitutes the first, or systematic section of the book. The second, third and fourth sections consist of monographs on minor points in bibliography, written during the last five or six years, and contributed to various periodicals. They have been collected here and published, together with the first section, as an introduction and summary of the principles from which they have been written. The book is provided with a good index, and nearly every article has a table of contents or outline; the division of the chapters through the means of heavy-faced headings in smaller parts, tend to make the book easy for reference, but does not exactly tend to make it easy reading. This, however, is hardly a fault. Any one who has read through and really assimilated the book is sure to have received a clearer idea of the principles and needs of bibliography, than he would have by reading twice the amount of more lucid articles in the library periodicals.

The most profitable parts of Mr Campbell's book are those relating to official literature, to works of reference, and the theories of classification and cataloging. To the young library students I would specially recommend the Remarks addressed to the members of the Library Assistants' Association, September, 1895. But he or she will do well in reading through the whole book, not skipping it, but reading carefully. It would not be amiss to make this work in a certain measure a textbook in the library schools.

AKSEL G. S. JOSEPHSON.

The John Crerar Library, Chicago.

News from the Library Field

East.

A children's reading room has been opened in the Parlin library of Everett, Mass.

The Bridgewater, Mass., library has received \$1,000 by the will of Mrs F. A. Parker.

Nettie L. Kelsen has been reelected librarian of Lisbon, N. H., at an increased salary.

The Rockland, Me., public library has received \$200 in money, and \$500 worth of books from Dr F. E. Hitchcock.

The annual report of Greenwich, Conn., library association shows an average circulation of 400v. a month of their 4,777 books.

Brattleboro, Vt., public library has received \$10,000, the income of which is to be used for buying books, by the will of Col. G. S. Dowley.

Middleboro, Mass., public library held an interesting art exhibit during November, of the original drawings used in illustrating the Youth's Companion.

At a recent meeting of the governor and council of New Hampshire, Wm. D. Chandler, of Concord, was appointed a trustee of the New Hampshire state library, to succeed Frank S. Streeter.

Mary L. Titcomb, in addition to her regular work as librarian of Rutland Vt. free library, and as library commissioner of Vermont, has classified and cataloged the library of Bishop Hall of Vermont.

The Camden, Me., public library was formerly opened December 1. It contains 2,000v., arranged by the D. C., and will be carried on according to the most modern methods. Katherine Harding is librarian, assisted by Anne Simonton.

The public library of Bridgeport, Conn., held a very interesting exhibit of lithography during December. The

collection represented some 300 of the finest specimens of lithographic work of early and recent dates. A great number of visitors were present every day.

Pelham, N. H., public library was dedicated December 3. It is a memorial to the soldiers who went from that town to the different wars. Three hundred names are inscribed on a tablet. The building cost \$6,300, of which \$4,000 was given by the town and the remainder by subscriptions. The library contains about 1,500v. Mary Hobbs is librarian.

Anniversary day of the Brookline, Mass., public library was observed December 2, 1896. On December 2, 1857, the library was first opened to the public, and in commemoration of this event the whole library was thrown open to the public, who were allowed to go through at will. Books were examined, the workings of the library were explained to those interested, and a display of pictures was made. It was a very pleasant occasion.

Central Atlantic

William G. Swan bequeathed \$35,000 for a public library to Albion, N. Y.

The women of Cherry Valley, N. Y., have established a public library for the town.

St. Stephen's college of Annandale, N. Y., has fitted up beautiful new library rooms on the first floor of the building.

A collection of over 200v. of the works of modern composers is to be added to the musical department of the Brooklyn library.

The library association of Buffalo is moving in the matter of having the city undertake the support of the Buffalo library, and make it a free public library.

Newark, N. Y., is making efforts to start a free public library. Geo. F. Bowerman is assisting in raising the funds necessary, and will likely place the Scribner libraries in the town.

A bust of Robert Burns, presented to the Buffalo library by St Andrew's Scottish society of that city, was unveiled November 3, with appropriate ceremonies.

In the Carnegie library at Pittsburg, is a large and valuable collection of tracings taken directly from the stones in various parts of the country, upon which the Indians of other days inscribed their opinions of current events and their memories of the past.

The State library of New York is growing so rapidly that a new building for the use of the regents and their work seems necessary. The library has been compelled to give up three of the rooms it has now to the use of committees while the legislature is in session.

A most commendable thing has been done by Hull & Co., manufacturers in Poughkeepsie, in opening in one of the factory rooms a library for use, without cost to their operators. Four hundred books have been placed in the library as a nucleus. This number will be added to as the tastes and inclinations of those who read the volumes are disclosed. In addition, good reading matter in the form of the leading magazines and periodicals, the Scientific American, Engineering Quarterly, etc., are provided for free use. The books are stored in the office, and may be read at the factory, or be taken home and kept two weeks. The idea of starting the library is to be credited to Mrs. J. Frank Hull.

Central.

Hudson, Wis., will soon open a new public library.

A. C. Howell has been elected librarian of Iowa City, Ia.

Minta McClain has been appointed librarian of Liverpool, O.

Youngstown, O., public school library is giving a series of lectures to raise money for the book fund.

A number of blackboards upon which notices of books are written have been placed on the walls of the Cleveland,

O., public library room. Some of the notices read: Boys, do you want war stories? The following are now in.

The State library of Iowa has purchased 2,500 books to be used in the traveling libraries of the state.

The Gail Borden library, of Elgin, Ill., reports for November, 11,736v. circulated; reference room attendance, 1,207.

A list of most delightful books for young people, for use in the children's room of the Buffalo public library, has been issued.

Mrs Jennie Edwards has been appointed State librarian of Missouri for a term of six years. There were over 50 applicants.

The will of F. G. Frothingham, of Boston, gives to the town of Paulina, Ia., \$15,000 for a library building, and \$500 as a nucleus for a book fund.

A very generous gift from L. E. Smith of Lancaster, Pa., has been made to Loda, Ill., in the contract to build a handsome public library building in memory of her brother, A. Herr Smith.

The report of the public school library of Columbus, O., shows a good increase in number of books added and the number circulated. 103,270v. were sent out, and 120,000v. consulted in the reference rooms.

It is announced that Wm. Horlick and W. H. Crosby, two prominent citizens of Racine, Wis., will each give \$1,000, and C. H. Lee \$500, for a public library, provided citizens of the town give an equal amount.

The Chicago academy of science library has a collection of 5,000v., being the proceedings and transactions of all the scientific societies in the world. The academy now exchanges publications with 766 foreign and domestic societies.

After some discussion in the newspapers of Columbus, O., of library matters, a meeting was held on December 10 of representatives of the

four large libraries located in Columbus, the object being, in addition to getting acquainted with each other, to try and formulate some plan by which the needless duplication of books could be avoided. The meeting was very successful, and a committee was appointed to arrange for a permanent organization.

The Greencastle, Ind., public library sends out an encouraging report. The school children form a large part of its patrons. It has 5,000v. In November 2,653v. were loans and 1,175v. were used in the reference room. The fiction per cent is decreasing.

The Rockport, Ill., public library allows the teachers to have five books on a card, and is doing good work in the schools. Librarian Rowland has been in charge since 1872, and has watched his work grow from a small beginning to its present value.

Mary Horne, who has taken the course in the training class of the Nebraska university library, and for a year and a half cataloged in the scientific department of that institution, has been appointed on the staff of the John Crerar library, Chicago.

The Warren, O., public library has issued a book list, that in addition gives some interesting data in regard to the library in the old capital of the Western Reserve. It contains 4,132v., has a card catalog, and is a popular institution. Mrs. H. W. Woodford is librarian.

The trustees of the traveling libraries of Iowa have bought 2,500v., covering a wide range of topics, which will be divided into lots of 50v. each. These will be loaned to the associated libraries and it is expected that work with them will begin in January, 1897.

The forty-fourth annual report of the Wisconsin historical society, by R. G. Thwaites, reports the actual work of the society to be progressing. While working with the same appropriation of 20 years ago, its work, its collections, and usefulness is constantly growing.

The following figures of the circulation of books in Milwaukee, Wis., give an idea of the work done: Sept. 1, 1895—Sept. 1, 1896, 20,691v. were issued 65,943 times by 246 teachers in 41 public schools, 3 high schools, 1 state normal school, 1 school for the deaf, 2 parochial schools, 3 Sunday Schools and 2 colleges.

The public library of Detroit has received a gift from a blind man, of a collection of books printed for the use of the blind. It will form a nucleus of a library for those afflicted, which will be kept up hereafter by the directors of the public library. At a recent meeting of the directors \$100 was appropriated to buy books for this department.

The Milwaukee public library has issued a finding list of its circulating department. It was compiled by Agnes Van Valkenburgh, head cataloger, and is arranged alphabetically by authors. The explanations and the synopsis of classification which are given make plain the manner of using it. It has about 400 pages, and costs the patrons 25 cents.

West

The Omaha, Neb., public library keeps its rooms open from 9 A. M. to 9 P. M. to meet increased patronage.

The report of the city library of Lincoln, Neb., shows the monthly issue of books to have been 7,181v. Applicants for cards outside the city limits may obtain them by paying a sum for the periods of three, six or nine months at the rate of \$1 a year.

South

The Southern literary society, having in view the founding of a library for the collection and preservation of southern writings, was formed recently at Atlanta, Ga.

Pacific Coast

The Oakland, Cal., free library reports for October, number of books circulated, 14,283. There has also been started a system of arranging clippings on special topics and preparing reading lists for those who want them.

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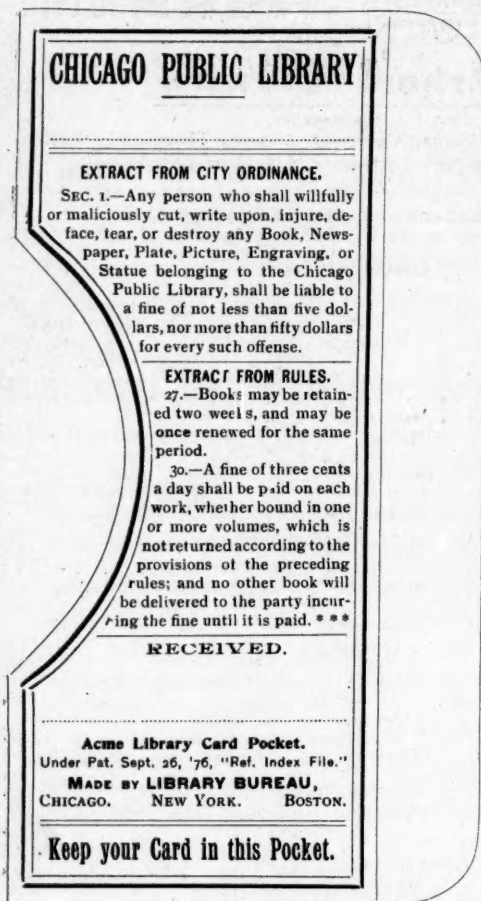
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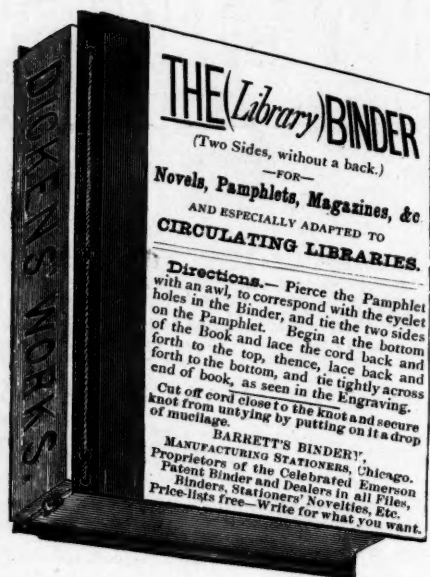
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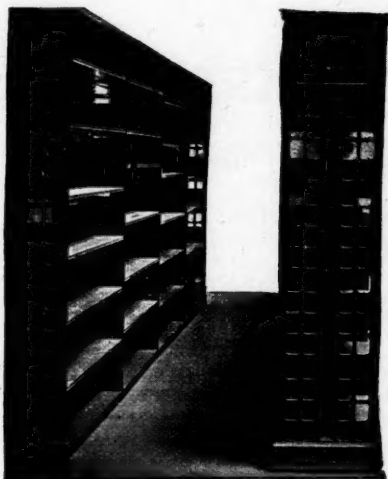
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